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Culture of Peace

Implementation of the Declaration and Programme of Action on a Culture of Peace

Note by the Secretary-General

The Secretary-General hereby transmits the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization submitted pursuant to General Assembly resolution 66/116.

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I. Introduction

1. Taking into account the relevance of the mandate of the United Nations Educational, Scientific and Cultural Organization (UNESCO), according to which "it is in the minds of men that the defences of peace must be constructed", and the experience of the organization in its interrelated fields of competence, namely education, the sciences, culture, and communication and information, the General Assembly designated UNESCO as the lead agency for the implementation of the International Decade for a Culture of Peace and Non-violence for the Children of the World, (2001-2010) (Assembly resolution 53/243). In the same resolution, the Assembly defined a culture of peace as consisting of a set of, inter alia, values, attitudes and behaviours based on adherence to such principles as freedom, justice, democracy, tolerance and solidarity at all levels of society and among nations, enabling people at all levels to develop skills of dialogue and negotiation and ensuring their full participation in the development process." The present report is submitted pursuant to Assembly 66/116.

2. Through the implementation of the International Decade for a Culture of Peace and Non-violence for the Children of the World, as well as such other observances as the International Year for the Rapprochement of Cultures (2010) and the International Year for People of African Descent (2011), or normative frameworks such as the 2001 Universal Declaration on Cultural Diversity and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, UNESCO has mobilized a vast range of partners to act upon the principles of the culture of peace: Governments, intergovernmental organizations, including the Alliance of Civilizations, non-governmental organizations from the North and the South and private foundations. Thousands of activities carried out within the context of a culture of peace have been successful in disseminating the message that peace results from values, attitudes and behaviours practiced out of respect for human rights, democracy and cultural diversity.

II. New context calling for revised approaches to global agendas

Taking stock of current and emerging threats to peace and to attaining "The future we want"

3. Despite important achievements, obstacles to peace have remained a reality, with persistent international conflicts and the rise of internal ones. Threats to peace have also diversified, as the world confronts a growing number of challenges that are frequently of a political, economic, social, cultural, or environmental nature, or a mixture thereof. The challenges associated with contested electoral processes, violations of civil, political and cultural rights, terrorism, transnational diseases, tsunamis, floods and droughts, water resource disputes, the misuse of cyberspace or traumatic population movements and relocations clearly have an impact on the globalization processes and change the conditions for building lasting peace, thus heightening the need for a culture of peace. The fundamental principles of peace — democratic principles, human rights, justice, tolerance, freedom and solidarity — must be "appropriated" by different cultures so that, inter alia, they do not remain abstract concepts.

4. Building on the idea that peace can be long-lasting only in the form of a dynamic process, whereby Governments and societies adhere to the principles enunciated in its Constitution, UNESCO committed itself to review its strategies in a holistic manner. Drawing on its experience in the field of the culture of peace, the organization took the opportunity to prepare for the United Nations Conference on Sustainable Development (Rio+20) in order to reaffirm an approach to world problems that is based on inclusion, diversity and solidarity. It launched debates and initiatives prior to and during the Conference by advocating for the promotion of knowledge societies as the social and cultural basis of a green economy to address more effectively the current and emerging challenges of sustainability. UNESCO has been applying the same approach in contributing to the ongoing international effort to elaborate the post-2015 agendas, most notably the Millennium Development Goals and the Education For All movement.

5. As a laboratory of ideas and a catalyst of international cooperation, UNESCO aimed at charting innovative ways to promote the culture of peace as a holistic framework for the future activities of the organization, including through a number of high-level events. In that regard, UNESCO organized the second session of its High Panel on Peace and Dialogue among Cultures at United Nations Headquarters in March 2011, on the theme "Building peace: reconciliation through the power of education, the sciences, culture and communication". It also held its Leaders' Forum, at the level of Heads of State- and Government, within the context of the 36th session of the General Conference of UNESCO, on the theme "How does UNESCO contribute to building a culture of peace and to sustainable development?" Those two landmark events, in particular, have contributed to the development of a global vision that can enable UNESCO to better deliver on its mandate. The events emphasized the benefits of promoting peace as an everyday experience, supported by relevant policies and practices at all levels. The culture of peace and sustainable development were cast at the events as complementary conditions, with lasting peace being conducive to prosperity and shared development paving the way towards inclusive and open societies. UNESCO will thus further its efforts to establish the culture of peace in the contemporary international context by raising awareness of the need to acknowledge that peaceful coexistence must be increasingly recognized as the cornerstone of everybody's daily environment in its social, cultural, economic and political dimensions.

Defining new strategic objectives and operational arrangements for increased coherence and delivery

6. In order to help to promote and maintain peaceful coexistence, in November 2011 the General Conference adopted a new interdisciplinary and intersectoral programme of action for a culture of peace and non-violence. The new programme seeks (a) to create a global consciousness whereby all societies offer, share and incorporate the fundamental principles of living together peacefully, as a result of genuine dialogue; (b) to mainstream such fundamental principles into public policies by decreasing tension between cultural identities, religions and citizenship in a globalized world; (c) to make and conceive of "everyday peace" as a daily living experience, not only in periods of conflict but also during ordinary times, in order to create permanent and positive mindsets and behaviours.

7. In collaboration with a wide range of strategic partners and stakeholders, UNESCO started implementing a number of specific projects and activities under the new programme of action. The concrete outcome will contribute towards (a) the promotion of peace education through mapping the progress made towards integrating peace concepts into education systems and strengthening educational policies on peace education, conflict prevention and tolerance in schools; (b) the empowerment of women and youth for democratic participation, new citizenship/ identity and social cohesion; (c) the promotion of the role of the media and information and communication technologies as powerful means that can change the perception of cultural and religious diversity by promoting intercultural and interfaith dialogue, and in their capacity as social networks, foster a culture of peace and social cohesion; (d) highlighting heritage and contemporary creativity as tools for building peace and dialogue through shared histories, cultural mediation and cultural diplomacy, showing the importance of culture as a bridge to development; and (e) the development and promotion of scientific cooperation to foster the peaceful management of natural resources and to create opportunities for dialogue between scientists, especially in areas affected by conflict.

8. In operational terms, UNESCO has established an intersectoral platform to develop and steer a wide range of projects in different regions, financed both from the regular budget and extrabudgetary resources, including:

(a) Nine comprehensive projects, allotted a budget of $1,610,500, to develop activities in all UNESCO fields of competence (education, social sciencer, natural sciences, culture, communication and information);

(b) A pilot project designed under the Integrated Assistance for Countering Terrorism initiative, to be implemented in Nigeria with a view to supporting conflict prevention, promoting peace education and contributing to de-radicalization of youth and adults in the country;

(c) Ten projects implemented with the support of extrabudgetary resources under the Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue, supported by a $5 million fund to support the work of UNESCO in the development of relevant toolkits and materials for youth empowerment on intercultural dialogue and mutual understanding, media and information literacy;

(d) A project funded by the Government of Denmark, in the amount of $426,500, to help to build competences in developing policies and programmes for intercultural dialogue that is respectful of human rights.

9. UNESCO will further develop its collaboration with existing networks, such as the University Twinning (UNITWIN)/UNESCO Chairs Programme, the Associated Schools Project Network and the national commissions for UNESCO. The organization will also make efforts to widen the space for dialogue, by providing appropriate knowledge, skills and tools in its fields of competence with a view to fostering meaningful exchanges among people of different cultures so that they can learn from,, understand and trust one another. In that context, UNESCO has developed new collaborative frameworks, such as the International Centre for the Promotion of Human Rights, a UNESCO category 2 centre in Buenos Aires, offering a course on the subject. UNESCO also continues to use the network of its Goodwill Ambassadors to spread its ideals. The programme was enhanced by the recent nomination of Oscar-winning actor Forest Whitaker as UNESCO Goodwill

Ambassador for Peace and Reconciliation and through an agreement with his International Institute for Peace at Rutgers University in Newark, New Jersey (United States of America), which was established as a category 2 centre under the auspices of UNESCO in 2011.

III. Specific activities of the United Nations Educational, Scientific and Cultural Organization contributing to a culture of peace

Promoting the agency's holistic agenda for peace and inclusion as the basis of green societies at the United Nations Conference on Sustainable Development

10. UNESCO developed its framework for the United Nations Conference on Sustainable Development (Rio+20) around the building of green, equitable and just societies based on the principle that sustainable development cannot be achieved without peace. UNESCO emphasized the need to foster the role of knowledge in the transition to peaceful and sustainable societies. Prior to the conference, UNESCO organized a forum on science and technology and innovation for sustainable development with the International Council for Science and other partners. The Future Earth initiative, a 10-year project to develop knowledge gathered from all scientific disciplines for supporting sustainability, was launched during the forum.

11. At the Rio+20 Conference, UNESCO organized three side events incorporating aspects of a culture of peace: on education for sustainable development; the International Year of Water Cooperation 2013, for which UNESCO has been the designated lead-agency; and the ocean. The Intergovernmental Oceanographic Commission co-organized and co-chaired World Oceans Day, together with the Global Forum on Oceans. The event culminated with the adoption of *a declaration on oceans*. UNESCO also prepared several reports for the Conference, including "From green economies to green societies: UNESCO's commitment to sustainable development"; "Blueprint for ocean and coastal sustainability" (together with the Food and Agriculture Organization of the United Nations, the United Nations Development Programme and the International Maritime Organization); "Healthy ocean, healthy people: knowing our ocean, protecting our marine treasures, empowering ocean citizens"; and "Shaping the education of tomorrow: 2012 report on the United Nations Decade of Education for Sustainable Development".

12. The outcome document of the Conference, "*The future we want*", reaffirmed the link between peace and sustainable development. It acknowledged the positive role of cultural diversity in respect of economic development and social cohesion, and recognized that all cultures contribute to sustainable development. As the most important strategic outcome of Conference was the recognition of the usefulness of a limited set of concrete sustainable development goals to be integrated into the United Nations development agenda after 2015, UNESCO has taken steps to include the principle of a culture of peace in such goals in the future The Conference recognized that education for sustainable development should be an increasingly important component of education systems and curricula. The outcome document contained a clear call to continue education for sustainable development beyond the

end of the Decade of Education for Sustainable Development (2005-2014), for which UNESCO has, as lead agency, begun work towards transforming the Decade into an institutionalized process beyond 2014. At the request of the Secretary-General, UNESCO has been designated to host a scientific advisory board that will work on strengthening the science-policy interface for the benefit of sustainable development and international scientific cooperation for peace. The sustainable management of the oceans has been recognized as a central challenge for the world community. With regard to the borderless challenges linked to the sustainable management of the oceans, the need to work together, notably to support marine scientific research, monitoring and observation, was emphasized, calling for improved effort by UNESCO to mobilize its networks of partners. The outcome document also highlighted the importance of cultural tourism and indigenous knowledge, giving ground for UNESCO to continue promoting the positive linkages between culture and development. Finally, the Conference recognized that information and communication technologies and broadband were important elements for achieving sustainable development, which will guide UNESCO efforts to highlight and promote inclusive knowledge-based societies as the most sustainable and peaceful paths in the transition to green economies and green societies.

Strengthening peace and non-violence through education

13. In line with its mandate, UNESCO continued to advise its member States on the relevance of peace as a dimension of education policies, emphasizing that improved education strategies should incorporate such values as respect for human rights, non-discrimination, tolerance, sustainable development, peace and non-violence into national education systems, with a view to educating global citizens.

14. The 2011 Education for All Global Monitoring Report entitled *The Hidden Crisis: Armed Conflict and Education* placed peace at the centre of the international debate on education, examined the damaging consequences of conflict on the goals of the Education for All initiative and set an agenda for protecting the right to education during conflict, strengthening provisions for children, youth and adults affected by conflict and rebuilding education systems in countries emerging from conflict. The 2012 Education for All Global Monitoring Report will underline how skills development programmes can be improved to boost opportunities for youth in respect of decent jobs and better lives.

15. In the area of post-conflict situations, UNESCO actively promoted education as part of its emergency response for long-term recovery in the transition period from violence to peace and non-violence, namely, by supporting actions for reconciliation processes through curriculum reform and implementation of peace, human rights and citizenship education, for example in the Liberian school system. In South Sudan, UNESCO is currently helping to develop teaching and learning materials on life skills and psychosocial support in efforts to rebuild the education system of the country, which was affected by the conflict. Among its activities with conflict-affected countries, UNESCO organized, together with the Eurasian Economic Community, an international forum in Bishkek in June 2012 on post-conflict education, on the theme "Learning to live together", with a view to

supporting education initiatives and collecting best practices in the context of disaster and conflict prevention in Central Asian and Eastern European countries.

16. As the lead agency for the United Nations Decade for Education for Sustainable Development (2005-2014), UNESCO continued to underline the imperative need to adopt and integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, plans and programmes, as well as the need to provide the international community with new learning processes and pedagogical innovations conducive to mainstreaming the values and principles of sustainable development. Its 2012 report on the United Nations Decade of Education for Sustainable Development is rich in examples of good practices and success stories, including the UNESCO-United Nations Environment Programme YouthXchange initiative on sustainable consumption.

17. UNESCO outreach education programmes continued to provide frameworks on stimulating advocacy for peace, respect, tolerance, intercultural dialogue and mutual understanding. It organized high-profile events on the occasion of the International Day of Commemoration in memory of the victims of the Holocaust (January 2012), on the theme "Children and the Holocaust" and developed a global advocacy campaign for teaching about remembrance of the Holocaust and preventing intolerance and genocide. UNESCO is a permanent observer with the Task Force for International Cooperation on Holocaust Education, Remembrance and Research, which was renamed in March 2012 as the International Holocaust Remembrance Organization. Recent projects implemented by UNESCO to support member States in the implementation of education on the Holocaust, featured the production of pedagogical materials and the organization in January 2012 of a conference on the international dimensions of Holocaust education, held on the occasion of the International Day of Commemoration in memory of the victims of the Holocaust, with the participation of Karel de Beer, Chair of the Task Force, Hannah Rosenthal, United Sates Special Envoy to Monitor and Combat Anti-Semitism and Samuel Pisar, UNESCO Special Envoy for Holocaust Education. Activities were carried out by UNESCO with the cooperation of Yad Vashem (Israel), the Shoah Memorial (France), the Simon Wiesenthal Centre (United States), Beit Berl College (Israel), the Aladdin Project (France), the Holocaust Fund (Russian Federation) and the Foundation for the Memory of the Shoah (France). Similarly, the international symposium on the theme "Teaching difficult issues in primary schools: the example of the Holocaust" sensitized leading educators and policymakers about the history of the Holocaust and the importance of promoting tolerance and human rights and of preventing genocide. It was attended by representatives of such organizations as Yad Vashem, Yad Layeled, the United States Holocaust Memorial Museum, the Shoah Memorial, the Anne Frank House, the House of the Wannsee Conference and the Holocaust Education Trust.

18. The Breaking the Silence Initiative and the Slave Route: Resistance, Liberty, Heritage project have provided special frameworks for teaching about history. For example, the UNESCO Associated Schools Project Network worked with the Slave Route project on the production of the documentary entitled *A Story Not to Be Forgotten (Une histoire à ne pas oublier)*. Other projects have enhanced collaboration with the Department of Public Information of the Secretariat, for example, through the organization of videoconferences with UNESCO Associated Schools Project Network schools in Ghana, the Gambia and the United States,

within the framework of the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade (25 March), on the theme "Honouring the heroes, resisters and survivors". In order to reinforce the role of education in the fight against racism and to promote tolerance, UNESCO launched a project together with Brazil and the United States on teaching respect for all, which aimed at developing new curricula to better address the issue of slavery in different regions of the world.

19. Outstanding actions to enhance literacy and peace were rewarded through UNESCO international literacy prizes, dedicated in 2011 to the issue of gender equality. Prize winners for the 2011 project included programmes in Burundi, the Democratic Republic of the Congo, Mexico and the United States, with honourable mentions given to initiatives in Pakistan and the Philippines. The 2011 UNESCO/ Emir Jaber al-Ahmad al-Jaber al-Sabah Prize to Promote Quality Education for Persons with Intellectual Disabilities was also awarded to Douglas Biklen (United States). The 2012 international literacy prize is dedicated to the issues of literacy and peace and will be awarded in September 2012.

Scientific cooperation to foster the dissemination of a culture of peace

20. The role of science as a bridge to peace has remained a central concern for UNESCO in its efforts to demonstrate that the management of natural resources based on reliable scientific knowledge and information can help potential conflicts from occurring as well as foster prevention. In that regard, UNESCO developed activities in the context of its biosphere reserves, in particular its water programmes. Building on its programme. "From potential conflict to cooperation", a pilot initiative has been launched in the Lake Chad region and will contribute to strengthening regional partnerships between decision makers, scientists from different disciplines and other water stakeholders, with a view to enhancing the importance of water as an enabler of peaceful international cooperation, as highlighted at Rio+20, and contribute to the objectives of the International Year of Water Cooperation (2013). Through its Man and the Biosphere Programme, UNESCO continued to preserve sites and to learn about sustainable development through different approaches to integrated management of terrestrial, freshwater, coastal and marine resources and biodiversity. A total of 20 new sites were added to the World Network of Biosphere Reserves during the meeting of the International Coordinating Council of the Programme held in Paris in July 2012. The network now includes 598 reserves in 117 countries.

Building democratic and inclusive societies conducive to the empowerment of women and youth

21. UNESCO continued to develop activities in different regions of the world to ensure that the values of openness and social inclusion were integrated in policies at all levels, as it did, for example with its partners in the International Coalition of Cities against Racism. In that regard, emphasis was put on the situations of women and youth, who, while disproportionately affected by conflicts and global crises, are often key vectors of a culture of peace and should thus be equipped with the

knowledge, skills and information necessary to cope with social, ethical, cultural, political, environmental and other social transformations.

22. Following the Arab Spring movements, and as a second step to the road map for democratic transition elaborated by UNESCO in 2011, a pilot training manual (*Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie*) on democracy and human rights for young boys and girls was designed by a committee of experts with the support of the Government of Tunisia and civil society and aimed at enabling young people to participate meaningfully in the democratic process in the country. The tested and validated manual is now replicated in other countries through capacity-building workshops adapted to specific national contexts.

23. UNESCO continued to offer a unique platform within the United Nations system for youths to submit recommendations to member States at the highest decision-making level through the 7th UNESCO Youth Forum, held in the framework of the 36th session of the General Conference. More than 500 youth voices from across the world were brought together in a debate on the theme "How youth drive change". The Forum was the first global United Nations event to mark the end of the International Year of Youth: Dialogue and Mutual Understanding (2010) and provided an opportunity to discuss the way forward. To further promote young voices, UNESCO provided support to the Fourth Youth Peace Ambassadors Training Workshop, held in Hiroshima, Japan, in March 2012, which issued a 44-point action plan in such areas as peace education and sports. In Africa, UNESCO was involved in a project on youth development and the prevention of violence, as well as on national youth policy review processes.

24. The UNESCO strategy and actions to combat racism, discrimination, xenophobia and intolerance are an integral part of the work to promote a culture of peace and non-violence. At the occasion of the commemoration of the tenth anniversary of the Durban Declaration and Programme of Action (2001), UNESCO's contribution to such efforts was reaffirmed, in particular in respect of its work to develop scientific knowledge and reflection through relevant conferences and workshops on enhancing the role of civil society and empowering teachers to create more tolerant and peaceful school environments. Efforts to mobilize opinion leaders and political decision makers to develop and strengthen their policies to counter all forms of discrimination were enhanced through such regional conferences as the International Conference of the Coalition of Cities against Discrimination in Asia and the Pacific, held in Gwangju, Republic of Korea in May 2012, within the framework of the World Human Rights Cities Forum 2012. The conference was organized by the Coalition of Cities against Racism and provided a timely opportunity for sharing best practices and evaluating experiences. UNESCO also contributed to efforts to combat racist propaganda, in particular through sports and the media, through a new partnership with such major sports entities as the football clubs of Barcelona, Spain, and Malaga, Spain. The visibility, reach and reputation of the clubs and their association with UNESCO programmes has contributed to the fight against discrimination and racism and to the promotion of tolerance among the population, especially youth. Another specific related action involved developing the *Guidelines for Educators on Countering Intolerance and Discrimination against Muslims: Addressing Islamophobia through Education*, published by the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe, the Council of Europe and UNESCO in 2011. The publication is an effective tool for mainstreaming, at the

school level, the values, attitudes and behaviours necessary to developing future citizens who will be conscious and respectful of diversity.

25. Following the international consultation by UNESCO to address bullying against lesbian, gay, bisexual, transgender and inter-sex students in educational institutions, held on the occasion of Human Rights Day on 10 December 2011, the organization pursued action in defence of rights of students around the world who are routinely denied the basic, universal human right to education because of the discrimination and violence they experience in school on the basis of actual or perceived sexual orientation, gender expression and gender identity. UNESCO carried forward advocacy initiatives in 2012 to promote schools as places to foster tolerance, build confidence and provide an inclusive learning environment in which children and students can flourish. These initiatives underscored the need for strengthened evidence-building for UNESCO to develop its leadership role in support of advocacy efforts at all levels. Examples of good policy and practice from around the world were published by UNESCO so that the outcomes of the consultation could be shared and expanded upon. Technical tools, such as the document entitled "International technical guidance on sexuality education", produced by UNESCO in partnership with other United Nations agencies, and "Stopping violence in schools: a guide for teachers", which address such issues as homophobic bullying, were used as the basis for sharing knowledge and best practices in those areas.

26. During the period that it chaired the Global Migration Group together with the United Nations Children's Fund (UNICEF) in 2011, UNESCO proposed that the Group work jointly to identify the effects of displacement and relocation caused by climate change. The issues affecting climate change are multidimensional and include governance, conflict, human rights, gender and economic development. In line with the theme of the group at the time, UNESCO published *Migration and Climate Change*, wherein it identifies the gaps between the perception of environmental migration and policy responses.

27. UNESCO used relevant international days of commemoration, such as 21 March and 10 December, as strategic frameworks for human rights advocacy and to honour outstanding contributions that have improved the values of and respect for human rights and tolerance and that have contributed to the fight against racism and discrimination. For example, an international contest on writing and thinking about peace as an everyday practice will be launched in September 2012 and will mobilize youth between 14 and 25 years of age to offer a magic opportunity for others to see peace through the eyes of youngsters. The UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence was granted in 2011 to Anarkali Honaryar (Afghanistan) and Khaled Abu Awwad (Palestine). The UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights is also a particularly relevant example. It will be awarded for the third time, on Human Rights Day (10 December 2012). Such influential frameworks and activities mobilize public opinion and people in favour of the ideals of UNESCO towards making effective peace.

28. UNESCO also enhanced its cooperation with the various United Nations treaty bodies, in particular the Committee on Economic, Social and Cultural Rights, several of the United Nations special rapporteurs and the Office of the United Nations High Commissioner for Human Rights. It contributed to reinforcing its comparative advantage in capacity-building and policy-oriented action in the area of

human rights by participating in the United Nations Development Group human rights mainstreaming mechanism. UNESCO sought to promote closer linkages among such issues as migration, social inclusion, peoples of African descent, and gender and youth through research projects in Armenia, Bolivia (Plurinational State of), Costa Roca, and Indonesia, which led to the elaboration of policy recommendations for decision makers.

Cultural heritage and contemporary creativity as tools for building peace through dialogue

29. The normative set of instruments adopted by UNESCO in the field of culture provide a powerful and coherent framework within which to foster and renew the integration at all levels of the principles of cultural diversity and dialogue among cultures and civilizations. The positive role and contribution of culture in the context of sustainable development and social cohesion was promoted in terms of the holistic dimension of culture and its being conducive to peaceful human environments.

30. The commitment of the international community towards respect for cultural diversity was renewed on the occasion of the tenth anniversary of the Universal Declaration on Cultural Diversity (2001). The protection and preservation of heritage has become a great tool for cultural diplomacy, reconciliation, mediation and peacebuilding. This was highlighted in the framework of the fortieth anniversary of the World Heritage Convention (1972), in particular by the call and actions of UNESCO to protect the endangered heritage of its member States, such as in Mali. Similar assistance was also provided to Tunisia, Egypt, and Libya following the Arab Spring.

31. In order to combat ignorance and shed light on how the different cultures and civilizations of the world share legacies that shape the world's complex common history and memory, UNESCO continued to pave the way for increased mutual understanding through its series of publications on general and regional histories, ensuring their wide dissemination by translating them into different languages, providing free access to them online and developing them for pedagogical use. The *General History of Africa*, for example, has been translated into Portuguese and is accompanied by a teacher's guide to facilitate the now compulsory teaching of African history in Brazilian schools. That significant achievement was realized within the International Year for People of African Descent. The strategic commitment to use history and memory for enhancing dialogue and understanding among cultures and civilizations was also underlined in the recent publication of volume IV of the *General History of the Caribbean* and volume III of *The Different Aspects of Islamic Culture*. The healing power of culture and its symbolic contribution for reconciliation was enhanced through the organization by UNESCO of phase I of an international design competition for the creation at United Nations Headquarters of a permanent memorial to honour the victims of slavery and the transatlantic slave trade (see General Assembly resolution 65/239), on the theme "Acknowledging the tragedy; considering the legacy; lest we forget", participants from different regions of the world the opportunity to share their visions, feelings, understanding and representation of that tragedy in order to help to build a better future.

32. UNESCO continued its pioneering work to demonstrate how culture contributes to development at the national level, fosters sustainable growth and helps individuals and communities to expand their life choices and to adapt to change. A set of tools was launched to highlight the power of culture as a prerequisite for peace, as a source for intellectual, emotional and spiritual well-being and as a resource for socioeconomic development and environmental sustainability. Tools included, for example, the UNESCO Culture for Development Indicator Suite initiative, and the reports entitled "Policies for creativity: a guide for the development of cultural and creative industries", and "A new cultural policy agenda for development and mutual understanding: key arguments for a strong commitment to cultural diversity and intercultural dialogue".

33. Other activities carried out by UNESCO in the area of culture and development included its new global initiative entitled "Culture: a bridge to development", which aims at promoting innovative and creative approaches that bridge sustainable social, economic and human development. It also launched a project on "Heritage and dialogue" to facilitate the move from theoretical considerations to practice. The project will serve not only to develop innovative and creative approaches to safeguarding and promoting heritage and to culturally sensitive development projects but also as a powerful tool for enhancing dialogue and reconciliation in the region of South-East Europe. The project was endorsed by the tenth UNESCO Summit of Heads of State from South-East Europe, held in Mostar, Bosnia and Herzegovina in June 2012, on the theme "Religious, cultural and historical heritage as a foundation for more intensive cooperation among States". Such a new dynamic will build on the experience gained in the joint United Nations programme implemented by UNDP, UNICEF and UNESCO on the theme "Culture for development: improving cultural understanding in Bosnia and Herzegovina", which offered a unique opportunity to strengthen inter-agency cooperation and to build intercultural relations among young students of different backgrounds who represent the multicultural and multi-ethnic diversity of the country, allowing them a chance to explore their cultural heritages through the restoration of cross-cultural monuments and to build the basis for reconciliation and peace. Other joint actions included continued collaboration with the United Nations Alliance of Civilizations, such as participating in the focal points meeting of the second United Nations Alliance of Civilizations regional conference for South-East Europe, held in Belgrade in April 2012, and in the thematic debate on fostering cross-cultural understanding for building peaceful and inclusive societies, held at United Nations Headquarters in March 2012; and promoting collaboration, through UNESCO audio-visual e-platforms, such as in the 2011 PLURAL+ international video contest, which served to recognize youth as powerful agents of social change, inviting them to address key challenges in their communities related to migrant integration, inclusiveness, identity, diversity, human rights and social cohesiveness at the local and global levels.

34. In order to better enhance the scope of activities and programmes expected to further mainstream the positive values and principles of peace and non-violence into policies as well as daily attitudes, the 36th General Conference adopted in November 2011 a number of resolutions with a view to reinforcing the leadership of the organization, by building on the potential of cultural diversity and creativity for mutual understanding. Proclaiming 30 April as International Jazz Day has offered a new framework for raising awareness in the international community on the virtues

of jazz as an educational tool and as a force for peace, unity, dialogue and enhanced cooperation among people. Governments, civil society organizations, educational institutions and private citizens currently engaged in the promotion of jazz music have been called to embrace the opportunity to foster greater appreciation not only for the music but also for the contribution it can make to building more inclusive societies. Activities for the first International Jazz Day were kicked off at UNESCO headquarters during a special event featuring UNESCO Goodwill Ambassador Herbie Hancock. More than 100 events were launched around the world on the occasion, including an evening concert at United Nations Headquarters on 30 April 2012. The proclamation of the fourth week of May as International Arts Education Week and its first celebration, from 21 to 27 May 2012, highlighted the relevance of arts education in providing new paths to peace and development, by unleashing the potential of cultural diversity and creativity. The Director-General of UNESCO called on the organization's partners, Governments, educational institutions and members of society to support projects and activities that drew on the force of art for dialogue, social cohesion and peace.

Promoting peace and non-violence through media, and information and communication technologies

35. Through its programmes on the media and information literacy, and capacity-building for professionals and relevant community stakeholders, UNESCO continued to promote the positive role that traditional and new media can have in making the culture of peace a tangible reality. In particular, the organization worked to broaden, promote and integrate freedom of expression, freedom of information and freedom of the press into the policies of member States in order to ensure that related internationally recognized legal, safety, ethical and professional standards were respected, that the safety of media professionals was enhanced and that the fight against impunity was strengthened.

36. Since freedom of expression and access to information constitute important dimensions of peace and democratization processes, UNESCO incorporated relevant recovery and reconstruction programmes into post-conflict efforts. UNESCO provided technical advice on media, legal and policy reforms aimed at ensuring respect for freedom of expression, along with sensitization and capacity-building programmes for relevant institutional and human actors, including Governments, media professionals and civil society; it also put into practice the principles of freedom of expression and freedom of information, in particular in the context of transitions from emergency situations towards democratic processes. Similar projects and activities were launched in Liberia, Myanmar and Palestine. The projects were in their initial phases in eight Arab countries and in South Sudan, and were planned for other countries, such as Côte d'Ivoire and Libya. In-depth and long-term assessments of the media sector are being finalized in Egypt, Jordan and Tunisia, aiming at putting forward a series of evidence-based recommendations on the measures to be taken.

37. UNESCO contributed to enhancing the importance of the new media for the promotion of freedom of expression on the Internet, while supporting the reconstruction and development of free, independent, non-partisan media and safeguarding privacy and other legally protected interests. Some activities in that regard were initiated under the strategic partnership it had established with the

Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue, in particular in respect of providing timely responses to the challenges identified as resulting from the "social media revolution" of the Arab Spring. UNESCO started comprehensive and in-depth consultations in countries such as Egypt, Jordan, Liberia, Myanmar, Timor-Leste and Tunisia to create a road map for media reform, in particular in the context of post-conflict situations. It also fostered a gender-based approach in journalism through training workshops and the development of tools and manuals, including a UNESCO Model Curricula for Journalism Education adapted for Maghreb countries ("Intégration de l'approche 'genre' dans la formation au journalisme des pays du Maghreb"), and worked to empowering community multimedia centres in West Africa to more effectively combat violence against women through educational radio programmes.

38. A major focus of UNESCO programmes relates to the protection of journalists and respect for freedom of expression, including its "Power of Peace Network and the International Programme for the Development of Communication. The UNESCO Chair in Media, Dialogue and Mutual Understanding developed programmes intended for media and citizens as part of the project on developing inclusive and diversity-sensitive media through education and monitoring. With a view to raising the awareness of Governments, civil society and the general public about the issue, the Director-General issued a number of special appeals to condemn the killings of journalists and other severe violations of freedom of expression. In May 2012, Tunisia hosted the award ceremony for the UNESCO/Guillermo Cano World Press Freedom Prize, which was granted to Azerbaijani journalist Eynulla Fatullayev, and the UNESCO World Press Freedom Day conference, at which the Carthage Declaration, which provides recommendations for the protection and safety of journalists, was adopted.

39. In accordance with the United Nations inter-agency meeting held at UNESCO headquarters in September 2011, the United Nations System Chief Executives Board for Coordination endorsed in April 2012 the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity, which serves to coherently enhance the cooperation of United Nations agencies in guaranteeing the safety of journalists and combating impunity in respect of the crimes against them. The action plan has been central to the preparations for the second United Nations inter-agency meeting on the safety of journalists, which will be held in Vienna in November 2012 with the aim of formulating a concrete United Nations implementation strategy. UNESCO also launched two projects in June 2012, on good practices in member States, in respect of the safety of journalists, and on research on violence against women journalists.

40. UNESCO developed an open educational resources platform in the context of globalization and emerging knowledge societies to provide universal open access to high-quality education as a key to building peace, sustainable development and intercultural dialogue. In June 2012, ministers of education, senior policymakers, expert practitioners, researchers and relevant stakeholders from around the world gathered at UNESCO headquarters for the 2012 World Open Educational Resources Congress and passed the 2012 Paris Open Educational Resources Declaration, which called upon Governments worldwide to openly license publicly funded educational materials for public use. In that framework, UNESCO and the Commonwealth of Learning issued a document entitled "Guidelines for open educational resources in

higher education", in order to pave the way for easier access to the knowledge and skills necessary for living in the twenty-first century.

IV. The way forward

41. In view of its future activities pertaining to the culture of peace, notably under the action plan in preparation for the decade for the rapprochement of cultures (2013-2023) adopted by its General Conference in November 2011, UNESCO launched a house-wide stock-taking and forward-looking exercise to contribute to the elaboration of the multilateral agendas beyond 2015, in particular with a view to demonstrating the relevance of peace and culture for the Millennium Development Goals and sustainable development objectives. With a high-level debate on building a culture of peace in the twenty-first century, to be held in September 2012, and the third session of the High Panel on Peace and Dialogue among Cultures, scheduled for November 2012, UNESCO will have a timely framework for prospective reflection on the future of the culture of peace.

42. In implementing activities on the culture of peace and exploring news paths to make it an everyday reality for all, UNESCO is determined to work towards bridging gaps between communities and mindsets. In cooperation with governmental and non-governmental stakeholders, it has renewed its commitment to widen the spaces for dialogue by providing appropriate knowledge, skills and tools in education, the sciences, culture and communication, in order to foster meaningful exchanges among people of different cultures so that they can learn from, understand and trust one another in a safe world for all.